

# Advice from the Field: Creating Open Video Resources Through Student Led Expert Interviews

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## Project Goals

### For the Community:

To create **Open Educational Resource videos** on topics related to relationship science. These include:

1. **Empirical discoveries and theoretical advancements;**
2. **Practical application** of this empirical/theoretical work; and
3. **Career advice** to students interested in the field.

Our goal was to make expert knowledge **accessible beyond the university community.**

### For students:

To foster **community engagement** through expert interviews; and

To practice **research, interpersonal and curriculum development skills.**

## Why Create OER in this Way?

Research shows that student **community engagement promotes positive graduate attributes**, such as self-reliance, and people skills (Mason O'Connor et al., 2011).

Additionally, **collaborative educational designs** improve students' **success as workers and citizens** post-graduation (Mason O'Connor et al., 2011).

Specifically, students as partners in curriculum development has been shown to **increase student motivation and engagement** and positively **shift student identity to that of a professional** (Mercer-Mapstone et al., 2017).

## Project Team

### Faculty:



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Anna Dawczyk



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### Undergraduate Research Assistants:



Samantha Bockhold



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## Our Method



**Project Initiation:** The team reached out to relationship specialists, inviting them to participate.



**Structured Assignment:** Students actively conducted interviews with the experts in Family Studies and Sociology courses.



**Video Creation:** Creative Commons resources were used for video production, ensuring copyright compliance.

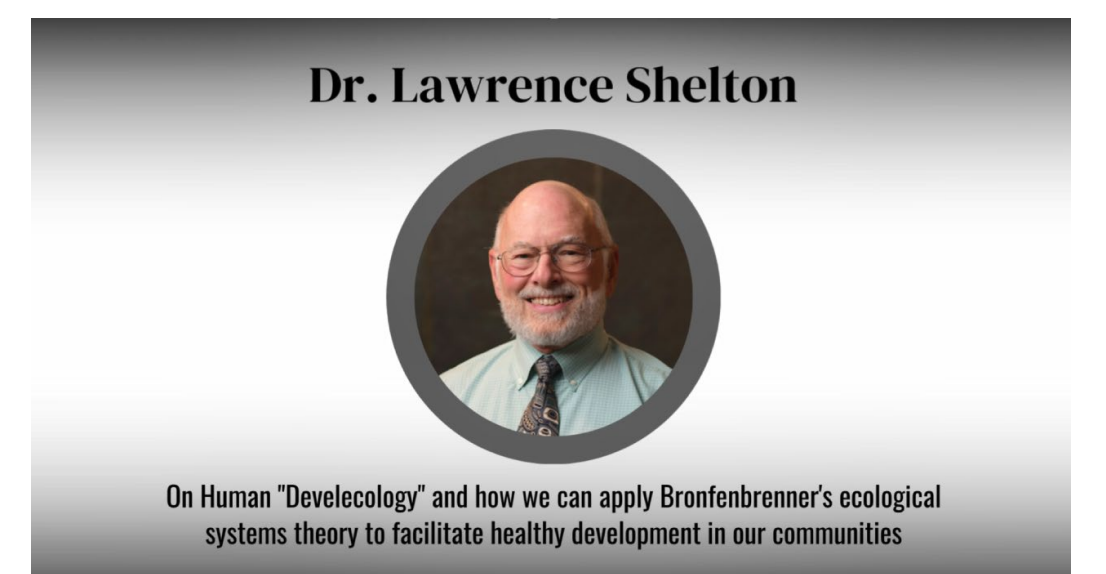


**Expert Feedback:** Finalized videos were shared with experts for feedback and approval, ensuring accuracy and credibility.



**Website Development:** A website platform is being developed to host OER videos for academic and community use in curriculum and program development.

## Expert Participants



## Topic Areas

- Relationship Science Fundamentals and Insights
- Marital Satisfaction and Intimate Bliss
- Trauma and Cultural Awareness in Traumatology
- Attachment Styles and Conflict-Solving in Relationships
- Loneliness, Empathy, and Technologically Mediated Communication
- Career Insights and Application of Relationship Science
- Dating and Modern Romance Trends
- Family Studies and Caregiving Across Cultures
- Individual and Societal Challenges in Relationships
- Future Trends in Family and Relationship Science
- Gender and Sexual Identities
- Addressing Pressing Family Matters

## Resources

Bada Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. *IOSR Journal of Research & Method in Education*, 5(6), 66–70. <https://doi.org/10.9790/7388-05616670>

Mason O'Connor, K., Lynch, K., & Owen, D. (2011). Student-community engagement and the development of graduate attributes. *Education + Training*, 53(2/3), 100–115. <https://doi.org/10.1108/00400911111115654>

Mercer-Mapstone, L., Dvorakova, S. L., Matthews, K. E., Abbot, S., Cheng, B., Felten, P., Knorr, K., Marquis, E., Shammass, R., & Swaim, K. (2017). A systematic literature review of students as partners in Higher Education. *International Journal for Students as Partners*, 1(1), 15-37. <https://doi.org/10.15173/ijasp.v1i1.3119>

Thomas, P. A., Liu, H., & Umberson, D. (2017). Family relationships and well-being. *Innovation in Aging*, 1(3), 1-11. <https://doi.org/10.1093/geronil/ix025>

Umberson, D., & Karas Montez, J. (2010). Social relationships and health: A flashpoint for health policy. *Journal of Health and Social Behavior*, 51 (1\_suppl), S54-S66. <https://doi.org/10.1177/0022146510385501>

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